

CHAPTER I

INTRODUCTION

This chapter discusses describes the background of the research, the research questions, the research objective, significances of the research, rationale, the hypothesis, the research methodology, data collecting techniques, and the analysis of data.

A. Background of Research

Writing is one of language skills which has to be mastered in order to use language correctly. Like speaking, writing is a way to produce language. According to Paul (2003:96) in Hapsari (2011:2) writing is general as the most difficult skill of the four skills. Its difficulty is generally found in generating and organizing ideas which should be completed by the mastery of the aspects of writing such as grammar, spelling, punctuation, and vocabulary.

This difficulty also happens to students of Junior High School of 2 Cilengkrang Bandung during the process of teaching practice program or PPL in the academic year of 2015/2016, in which they did a lot of mistakes on the aspects above. Some students also made report text instead of descriptive text. In addition, the average of them has not achieved the standard score criteria or KKM. These facts indicate that writing skill is difficult to be mastered by Junior High School students.

Regarding on the explanation above, Meyers (2005:2) in Khasanah (2013:2) defines that writing is an action a process of discovering and organizing our ideas, put them on paper and reshaping and revising them. In English

language education, writing is often related to composing a paragraph or a text. In fact, most of the students need to be guided to compose a good text. It means that in composing a text, students have to compose a text which is based on its genre and pay attention to the aspects of writing. In this case, teachers need to use a technique or the combination of same techniques in their teaching process in order to make students successful in achieving the instructional goals.

Nowadays, games are often applied in language teaching in order to attract and help students understand in English materials. Many types of game are available as media in teaching learning process, one of them is picture guessing game. Picture guessing game is a kind of guessing games which requires students to logically guess what the picture is. In this case, picture guessing games are used to help the students in understanding the content of descriptive text, such as: person, place, idea, and activity that are explained in the text. Then, by using picture guessing games, students can be easy to explain the idea of descriptive text because the students more understand to guess the idea by seeing the picture that is provided on the text. Therefore, related to the writing, the teacher needs to find a good way in teaching writing by using picture-guessing games, in teaching writing descriptive text, teachers can help students' successful in their learning.

Thus, based on the explanations above, this research comes with the title **“THE EFFECTIVENESS OF USING PICTURE-GUESSING GAMES TO IMPROVE STUDENTS’ DESCRIPTIVE TEXT WRITING”:** (An Experimental Study at Junior High School of 2 Cilengkrang Bandung for Second Grade in the Academic Year of 2015/ 2016).

B. The Research Questions

In this research the researcher concentrates on answering the following questions:

1. What is the students' ability in descriptive text writing by using picture guessing games technique?
2. What is the students' ability in descriptive text writing by using lecturing teaching technique?
3. How significant is the difference between students' ability in descriptive text writing by using picture guessing games technique and lecturing teaching technique?

C. The Research Objectives

Based on background of research above, the study is intended:

1. To find out the students' ability in descriptive text writing by using picture guessing games technique;
2. To find out the students' ability in descriptive text writing by using lecturing teaching technique;
3. To find out the difference of students using picture guessing games technique and using lecturing teaching technique to improve students' ability in descriptive text writing.

D. Significances of Research

This research provides a number of benefits for the teacher, for the students, for the researcher, and the reader.

1. For English Teachers

The result of this research can be useful for English teachers as a reference to improve their technique in teaching writing and to find the most suitable technique for improving the students' ability in writing, especially in descriptive texts.

2. For Students

The use of picture guessing games technique makes students learning more fun and interesting than lecturing technique, especially in the teaching of writing. Because picture guessing games can motivate the students, and also the situation of this class can be more effective and the students can be more active.

3. Personal advantages

Especially for other researchers, is to apply the new method in teaching writing descriptive text to the students. And also to increase the researcher's experience in teaching writing by using a new method.

4. For the readers

The readers can get the advantages after reading this research and giving reference to other English practitioner to use this strategy in teaching writing of descriptive text.

E. Rationale

Writing is a process of formulating and organizing ideas in right words to deliver the aim on a piece of paper. Furthermore, writing is a very important capability for being owned by students, writing also an excellent communication tool. Through writing, each person is able to convey feeling, ideas, and

announcements to others. As Hard and Osten (1993:188) in Siburian (2013:33) state that writing is a way of communication.

Teaching English, especially teaching writing is not easy. The teacher should have a learning method which makes students more interested in learning English. According to Brown (2007:8) teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study or something, providing someone with knowledge, and causing someone to know or understand. This is to help students understand the subject clearly.

As we know when doing teaching, there is a way to make learning process interesting that is by using media. Media is an important thing to support the learning process. According to Oemar (1989:18) in Nilawati (2009:16) Media are used to motivate students in learning. Teachers sometimes use games as media in delivering the material in order to make it fun.

Furthermore, Hadfield (1998:4) says that game is an activity with rules, goal and an element of fun. There are many types of game; one of them is guessing game. The guessing game is a game in which the participants compete individually or in teams to identify something. In teaching writing through guessing game, students are expected to be active in the writing class. A guessing game which is adapted from a television and radio can create the teaching-learning activity which is based on the students' excitement of playing a game. Klippel (1994:32) says that the basic rule of guessing game is eminently simple; one person knows something that another one wants to find out. Essentially, in

guessing and speculating games, someone knows something and the others must find out what it is.

Picture media is chosen in guessing games because the picture is the simple media can be understood by students easily. Pictures can be used as media in writing teaching and be learning the process. Moreover, Werf (2003) in Putri (2013:4) defines that picture as illustrations that are cut from a magazine, newspapers or other sources. They are mostly photographs, but drawings, collages, maps or other illustrations can be used for certain activities. Furthermore, he adds that pictures have many functions, with pictures we can: 1) teach, practice, or review new vocabulary, 2) do guided practice (drills), 3) practice grammatical structures, 4) practice listening comprehension, 5) do writing activities, and 6) do semi-guided or free speaking practice such as problem solving activities, role plays, and also discussions.

From the explanations above, it can be concluded that the picture media is chosen for teaching descriptive text, because it gives advantages for students and increase students' motivation in learning English.

The research begins with experiment, pre-test in experimental class and control class to know students' writing ability. After knowing their writing ability, it goes on with an experimental study in two classes; the first is experimental class and the second is control class. The experimental class is using picture guessing games technique to build students' writing ability. Whereas, the control class is using lecturing teaching technique in order to build students' writing ability. Then, the last post-test is given to know significant difference between students

who were taught by using picture guessing games technique and the students who were taught by using lecturing teaching technique.

The sample of this research used two kinds of the variable. The first is picture-guessing games technique as the “X” variable, and the second is student' descriptive text writing ability as the “Y” variable. The study can be seen in the figure below:

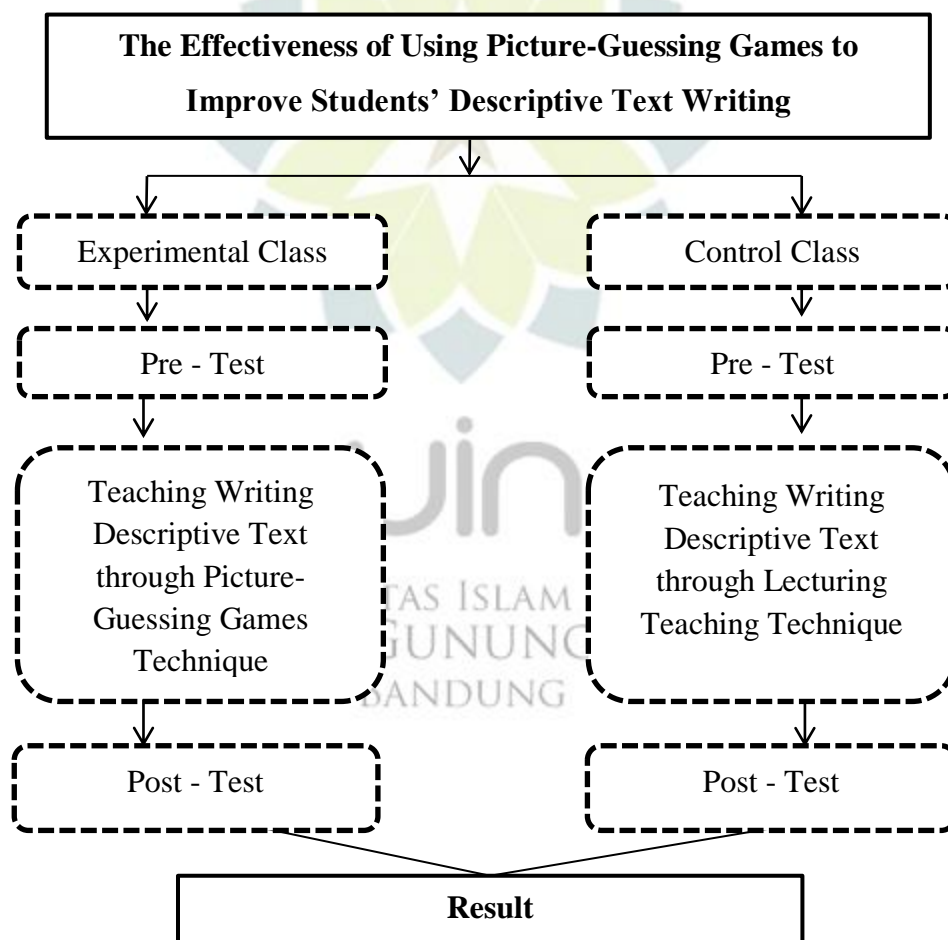


Figure 1.1
Research Schema
Students as Respondent

F. Hypothesis

According to Hatch and Lazaraton (1991:24) the hypothesis is a tentative statement about the outcome of the research. The hypothesis must experiment and explained clearly. The relationship between variables should be stated in a clear term. This research has two variables; picture-guessing games technique as variable X, and students' descriptive text writing ability as variable Y. The relation of the research hypothesis is proposed as follow: "Students' descriptive text writing ability is improved through picture-guessing games".

The hypothesis in this study is alternative hypothesis (H_a) and the null hypothesis (H_o). The formulated hypothesis is described as follows:

H_a : There is a significant improvement in students' ability in descriptive text writing through teaching using picture-guessing games technique. This hypothesis is accepted if $t_{count} > t_{table}$ and rejected if $t_{count} < t_{table}$.

H_o : There is not significant improvement in students' ability in descriptive text writing through teaching using picture-guessing games technique. This hypothesis is accepted if $t_{count} < t_{table}$ and rejected if $t_{count} > t_{table}$.

G. Research Methodology

1. Research Design

This research uses an experimental design. According to Creswell (2012:21) the experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. This study took two existing group in Junior High School

of 2 Cilengkrang Bandung, the second grade was chosen as a respondent. Class “A” as an experimental group and class “B” as a control group.

In other words, the method used in this research is a quantitative method to know the effectiveness of using picture-guessing games to improve students’ descriptive text writing, which is the researcher doing an experiment and apply the technique in the teaching writing to find out the data. This study has two classes for collecting data; those control class and experimental class. Both classes are given pre-test and post-test. However, only the experimental class receives the treatment (Creswell, 2003:20).

2. Research Procedure

The research involves several organized steps. According to Creswell (2012:14) the quantitative data collections use an instrument to measure the variables in the study. An instrument is a tool for measuring, observing or documenting quantitative data. It contains specific questions and response possibilities that establish or develop in advance of the study. In this case, picture guessing games technique is employed for the experimental class. Meanwhile, lecturing technique is used for the control class. Here is the table of research schedule that lists some activities in collecting the data:

Table 1.1

The Research Schedule at Junior High School of 2 Cilengkrang Bandung

No.	Time	Activity	Target
1	1 st meeting	Conducting pre-test	Students of class VIII A and VIII B

Table 1.2
The Research Schedule at Junior High School of 2 Cilengkrang Bandung
(Continued)

2	2 nd meeting	The process of teaching and learning writing descriptive text	Students of class VIII A and VIII B
		a. Giving treatment by teaching writing descriptive text using picture guessing games technique	Experimental class
		b. Teaching writing using lecturing technique	Control class
3	3 rd meeting	The process of teaching and learning writing descriptive text	Students of class VIII A and VIII B
		a. Giving treatment by teaching writing descriptive text using picture guessing games technique	Experimental class
		b. Teaching writing using lecturing technique	Control class
4	4 th meeting	The process of teaching and learning of writing descriptive text	Students of class VIII A and VIII B
		a. Giving treatment by teaching writing descriptive text using picture guessing games technique	Experimental class
		b. Teaching writing using lecturing technique	Control class
5	5 th meeting	Conducting post-test	Students of class VIII A and VIII B
<i>Total meeting is 5 meetings</i>			

3. Research Site

The study of the use of picture guessing games technique was applied to the second grade of Junior High School. The location at Junior High School of 2

Cilengkrang, that is located in Cilalareun street Bandung. This research is conducted in second grade because there are many students' difficulties in learning English, especially in writing ability. The reason why this research conducted in this school because the researcher was doing the teaching practice program or PPL at Junior High School of 2 Cilengkrang, and it makes the research easy to be conducted.

4. Population and Sample

In this research, the populations of second grade are six classes. There are 33 until 40 students in each class. The classes start from VIII-A until VIII-F. As Creswell (2012:142) defines that population as a group of individuals who have the same characteristics. Furthermore, Creswell (2012:142) explains that when the quantitative researchers find the available population for their research, it means they gain target population.

According to Creswell (2012:142) a sample is a small group of the target population that the researcher plans to study for making a generalization about the target population. The sample is students of second grade at Junior High School of 2 Cilengkrang Bandung, because the students need experience using picture-guessing games technique to improve their ability in writing descriptive text, and also they have enough knowledge for that material. For the sample are 67 students which divided into two classes. The sample class is VIII-A with 34 students as the experimental class and VIII-B with 33 students as the control class. Class VIII-A is the experimental class that was given by treatments of picture guessing games technique in teaching descriptive text writing, and

class VIII-B is the control class that was given by lecturing teaching technique in teaching descriptive text writing. Then, to choose these classes are chosen by random sampling.

Table 1.3
The Student's Sample at Second Grade of Junior High School of 2
Cilengkrang

VIII-A			VIII-B		
Male	Female	Total	Male	Female	Total
17	17	34	17	16	33

5. Dividing the Class of Research

Table 1.4
Design of Experimental Class and Control Class

Experimental Class			Control Class		
Using picture guessing games technique	Treatments	Score	Using lecturing technique	Teaching learning Process	Score

H. Research Technique of Collecting Data

1. Pre-Test

A pre-test is the first step that was given to the student at second grade of Junior High School of 2 Cilengkrang, and this test is conducted before they are given the treatment of picture guessing games. The students should write about

descriptive text. It is kind of free writing of descriptive text based on their ability.

This test is to measure the ability of each student before they receive treatments.

2. Treatments

Giving treatments is the second step. In this research the classes is divided into two groups; the first is an experimental group who receive treatments, and the second is control group who does not receive any treatments or conventional. Using picture guessing games is a treatment which was given to students in experimental class, and treatment is the main point of this research. The treatments can be seen in the table below:

Table 1.5
Steps of Treatment at Second Grade of Junior High School of 2
Cilengkrang

1 st meeting	
First step	The researcher explains the material about definition, function, and generic structures of descriptive text.
Second step	To assess students' understanding about the material given, the researcher gives a game related to the material.
Third step	The researcher explains about picture guessing game and its rules.
Fourth step	The researcher asks the students to make a group into six groups; each group consists of six students.
Fifth step	The researcher gives several pieces of pictures to the groups and asks them to describe it one by one.
Sixth step	The researcher asks the students to guess what picture it is, based on the clues given.
Seventh step	The researcher asks each group to describe it as a whole in the form of descriptive text.
Eighth step	The researcher and the students are evaluating it together.

Table 1.6
Steps of Treatment at Second Grade of Junior High School of 2
Cilengkrang (Continued)

2 nd meeting	
First step	The researcher explains about the game rules.
Second step	The researcher divides the students into six groups; each group consists of six students.
Third step	The researcher gives several pieces of paper to the group about the characteristic of the picture.
Fourth step	The researcher asks the students to guess what picture it is, based on the clues given.
Fifth step	The researcher asks each group to describe it in the form of descriptive text.
Sixth step	The researcher and the students evaluating it together.
3 rd meeting	
First step	The researcher explains about the game rules.
Second step	The researcher gives several pieces of pictures to the students and asks them to describe it one by one.
Third step	The researcher asks the students to guess what picture it is, based on the clues given.
Fourth step	The researcher asks the students to describe it as a whole in the form of descriptive text.
Fifth step	The researcher and the students evaluating it together.

3. Post-Test

The last step of collecting data is post-test, it is conducted to measure students' ability in writing descriptive text after they were receive treatment. This test is used to know the students' writing ability, and to see whether this technique increase their writing skill or not. As Creswell (2003:20) says that post-test is a

measure of some attitudes or characteristic that is assessed for participants in experimental class *after* treatments.

I. Data Analysis

Data analysis is data information to provide the result of research. In analyzing the data, there are four steps in analyzing data, they are: the normality test, homogeneity test, hypothesis test, and the index N-gain calculating. In addition, to find out the significant influences toward the use of picture guessing games in the learning process, the percentage scale formula are used:

1. Normality Test

Testing the normality is conducted by the procedure as following:

- a. Calculating the range (R) of data

Formula:

$$R = (\text{Highest Score} - \text{Lowest Score} + 1)$$

$$R = H - L + 1$$

(Hatch, 1991)

- b. Calculating the class interval (K)

Formula:

$$K = 1 + (3.3) \log n$$

- c. Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K}$$

- d. Making the table of distribution of frequency with:

$$1) S = \sqrt{\frac{\sum fi (xi - \bar{x})^2}{(n-1)}} \quad \text{Counting deviation standard}$$

$$\bar{X} = \frac{\sum fixi}{\sum fi} \quad (\text{Hatch, 1991})$$

2) Counting the degree of freedom with the formula

$$dk = K - 3$$

e. Calculating normality tests criteria

Normality test with determination:

- The data is normal if $x^2_{count} < x^2_{table}$
- The data is abnormal if $x^2_{count} > x^2_{table}$

2. Homogeneity Test

Determining the homogeneity data of pre-test and post-test by conducting the following steps:

a. Determining score F by using formula:

$$F = \frac{s^2_1}{s^2_2} \quad \begin{array}{l} S^2_1 = \text{variance of high score data} \\ S^2_2 = \text{variance of low score data} \end{array}$$

Determining the degree of freedom (*df*) of the data:

$$df = n_1 - 1 \text{ and } df = n_2 - 1$$

b. Determining the homogeneity of data with criterion:

It is called homogeneous data if $F_{table} > F_{count}$

It is called inhomogeneous data if $F_{table} < F_{count}$

3. Testing Hypothesis

The hypothesis test is used to know the significant improvement toward the use of picture guessing games in improving students' writing ability. The hypothesis test is done by testing the statistic data.

a. Determining t_{count}

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2_1 + s^2_2}{n_1 + n_2}}} \quad (\text{Hatch, 1991})$$

If the data is distributed normally, so the parametric statistic test is conducted with the t-test.

The next step is determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant improvement in students' writing ability on descriptive text through teaching using picture guessing games technique score.
- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means there is no the significant improvement in students' writing ability on descriptive text through teaching using picture guessing games technique score.

- b. $z = \frac{T - \hat{l}_T}{\hat{o}_T}$ if the data is not normally distributed, the data is conducted with the Wilcoxon Test.

(Hatch, 1991)

Explanation:

T = number of the lowest range/rank

$$\hat{l}_T = \frac{n(n+1)}{4}$$

$$\hat{o}_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

$$z = \frac{T - \hat{l}_T}{\hat{o}_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

Criteria:

- $Z_{count} > Z_{table}$, so, H_0 is rejected and H_a is accepted.
- $Z_{count} < Z_{table}$, so, H_0 is accepted and H_a is rejected.

The data acquired is expected to prove the research circumstances including the teaching and learning a process of using picture guessing games as an alternative method of teaching writing. Thus, the absolute result of the data analysis is appearing.

4. N-Gain Calculating

To know the improvement of students' ability in descriptive text writing, normal gain (d) is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.7

Normal Gain Interpretations

Score	Interpretation
$g > 0.70$	High
$0.30 \leq g \leq 0.70$	Medium
$g < 0.30$	Low

5. Analyzing Test Result

The result of tests was analyzed by doing analytical scoring. The analysis level was proposed by Weigle (2002:116) was used. It could be seen in Appendices 2. There were five components to be measured. They were: content,

organization, vocabulary, grammar, and mechanics. The total score obtained was one hundred. After all scores were obtained, they were categorized based on Harris (1969) in Khasanah (2013:44) classification of achievement level. The classification was described as follows:

Table 1.8
Scoring Classification

Grade	Category	Score
1	Poor	0-49
2	Poor o Fair	50-59
3	Fair to Good	60-79
4	Good	80-100